**DRAFT 1**

Visual Arts Program Standards

Recommended Revisions

November 28, 2012

Ed 612.01 Visual Arts. The teacher preparation program for visual arts in grades K-12 shall provide the teaching candidate with skills, competencies, and knowledge through a combination of academic experiences and demonstrated competency and equivalent experiences in following areas:

**(a) In the area of personal artistry and art making:**

(1) demonstrating depth of artistic knowledge by a compiling a personal portfolio of artwork that shows a synthesis of concept development, personal voice, and technical skill in at least one medium;

(2) demonstrating breadth of artistic knowledge by compiling a personal portfolio of artwork that shows development of technical skills and processes in each of the following art forms:

a. two-dimensional techniques and processes, including but not limited to the following core media of observational (objects, environment, and the figure) and expressive drawing, painting, and printmaking;

b. three-dimensional techniques and processes, including but not limited to the following core media of ceramics, and sculpture;

c. new and emerging digital/electronic technologies to create and manipulate art forms and to inform the creative process;

d. one or more additional media including fiber arts, photography, mixed media/materials, cultural art forms, jewelry, installation, and non-traditional materials;

(3) applying the creative process to the development of composition, subject matter, ideas, and selection of media;

(4) demonstrating an integration of personal iconography and ideas using a breadth of media techniques, styles, and forms of expression, as evidenced by a personal portfolio including a personal statement/ philosophy toward creating art;

**(b) In the area of visual literacy and presentation:**

(1) synthesizing foundational vocabulary to inform and develop a range of subject matter, symbols, and ideas in the creation and analysis of art including:

a. elements of art (line, space, color, shape, form, value, and texture); and

b. principles of design/organization (balance, proportion, emphasis/contrast, unity/harmony, pattern, movement, and rhythm);

(2) applying knowledge and understanding of copyright law and fair use practices to personal art making;

(3) displaying, presenting, and exhibiting artwork in a variety of settings, platforms of technology, and in diverse contexts that are educationally informative to multiple audiences;

(4) demonstrating proficiency in presentation of written and oral artist statements and/or exhibition statements.

**(c) In the area of history, culture, and aesthetic context:**

(1) demonstrating the ability to perceive, interpret, and respond to ideas, experiences, and the environments of various cultures through visual art;

(2) demonstrating an understanding of global art history and how visual art is an integral component of history and the human experience from early cultures to contemporary times;

(3) identifying, analyzing and applying criteria for making visual aesthetic judgments from cultural, historical and personal perspectives;

(4) demonstrating the ability to interpret one’s own artwork and the works of others reflecting a variety of viewpoints and using methods of art criticism;

**(d) In the area of pedagogy:**

(1) teaching a variety of developmentally appropriate media, materials and processes as well as related techniques and tools for art production from exploration to mastery;

(2) guiding student development in the creative process of observing, imagining, visualizing, transforming, and synthesizing their thoughts and ideas into artworks;

(3) guiding students in selecting and applying the expressive, representational, and symbolic characteristics of the visual language to express meaning in artwork.

(4) facilitating student verbal and non-verbal communication around artistic interpretation, aesthetic values, and informed judgment in the context of their own art-making and artwork, and the artwork of others;

(5) using current technologies and multimedia to

a. research, plan and prepare instruction;

b. deliver instruction;

c. provide opportunities for art students to create, present and respond;

(6) instructing students in art content such as elements and principles of design/organization, historical connections and relevant vocabulary;

(7) assessing aptitudes, experiential backgrounds, and interests of individuals and groups of students, and devising visual art learning experiences to meet assessed needs;

(8) modeling and instructing students regarding the proper care, safety and use associated with art-making materials, tools, and processes;

(9) applying knowledge and understanding of artistic, aesthetic, and human development to the teaching and learning process;

(10) designing and constructing modifications to visual art tools and materials to meet unique needs of students.

**(e) In the area of curriculum and assessment:**

(1) designing and advocating for a comprehensive K-12 visual art program that:

a. facilitates the development of artistic skill, creative processes and aesthetic understanding sequentially over time;

b. is consistent with RSA 193-C: 3, III (The New Hampshire Curriculum Frameworks for the Arts);

c. includes art making and other materials appropriate to the diverse needs, interests, and capacities of all students;

d. includes opportunities and resources available beyond the visual art classroom; (e.g. museums, galleries, artist studios, community artists, and recognition programs);

e. can be made available, through modification and accommodation, to all students;

f. integrates global art history into the visual art curriculum;

g. includes planning and implementation of lessons that connect thinking skills, concepts, and themes among the visual arts and other disciplines;

h. includes introducing students to a variety of career options and, when appropriate assists students in investigating career options; and

i. guides students in the creation of their personal and professional portfolios, when appropriate.

(2) developing and applying multiple formal and informal strategies specific to visual art to:

a. continually assess individual and group learning competencies through a variety of assessment methods; and

b. communicate students’ progress and achievement in multiple forms to the learner, family and other stakeholders.